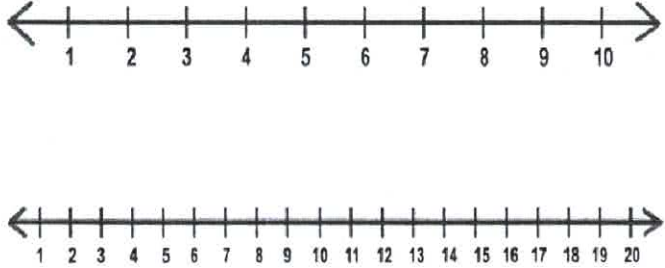
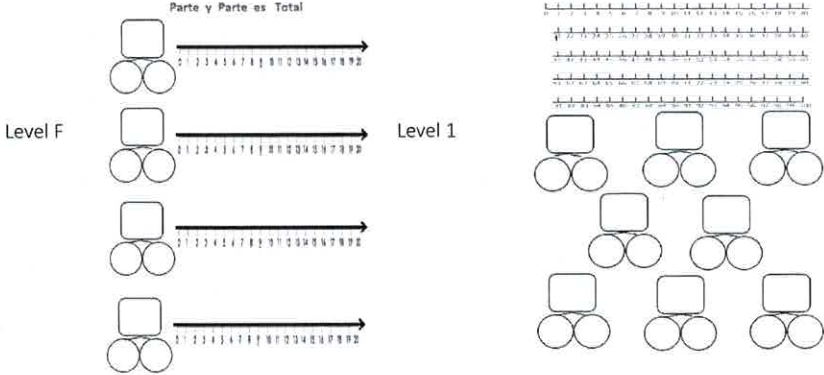


GENERAL INFORMATION AND PROFILE				
Name		Luisa Plata – Jose Ortega	School	Newlands Primary School
Content/language domains		Mathematics – Spanish	Lesson topic	Addition – Count on
Day and time		Friday 12pm	Lesson length	50 minutes
Year level		Foundation and 1 (composite classes)		
Previous schooling/ Other considerations		At Newlands the curriculum is delivered both through Spanish and English. There are four Foundation and Grade 1 classes, with 21 or 22 students who receive lessons in Spanish 50% of the time. Mathematics is taught with a hands-on nature of the subject, all students are able to follow the lesson in the targeted language relatively easily. Students from grade 1 have been exposed to mathematical language in Spanish for at least one school year. Only 4 students out of 86 in the whole grade area are exposed to Spanish at home. In the grade Foundation and 1, we do team teaching and team planning.		
Rationale	Links to the prior lesson	This is the third lessons of the unit (addition) Students are able to recognize the numbers from 0 to 20 (foundation) and from 0 to 100 (grade 1) The concept of addition has been introduced as well as some of the language used. Data shows some prior knowledge regarding addition. The strategy of Count on from the biggest number have been introduced.		
	Links to the next lesson	Continue developing the use of count o strategy and friend of 10 will be introduced.		
BACKGROUND – REQUIRED/ASSUMED ESSENTIAL PRIOR KNOWLEDGE, UNDERSTANDINGS, AND SKILLS				
4Cs INTEGRATED FOCUS AND LANGUAGE TRIPTYCH (Coyle, 2006; Coyle, Hood, & Marsh, 2010)				
Content		<ul style="list-style-type: none"> • <u>Foundation</u>: Students connect number names and numerals with sets of up to 20 elements, estimate the size of these sets, and use counting strategies to solve problems that involve comparing, combining and separating these sets (VCMNA069) • <u>Grade 1</u>: Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (VCMNA086) 		
Cognition		<ul style="list-style-type: none"> - Remember name of numbers from 0 to 100 - Represent numbers from 0 to 100 - Explain the concept or addition - Recognize the biggest numbers. - Count on Strategy 		
Communication	Language of learning	And – y / Addition – adición / Is – es / How many? - ¿cuántos? / Cognates: total Number grid/table de números Count on from the biggest number/contar desde el número más grande. Addition stories sentences using Super siete: Luisa tiene siete manzanas y Jose tiene dos, ¿Cuántas manzanas tienen en total? -		
	Language for learning	Cuál es el número más grande? Qué número es? Tabla de números Parte y parte Vamos a ver un video/ let's watch a video Cantemos todos/let's sing Tira el dado/ roll the dice		

	Language through learning	How do you say...? ¿Cómo se dice...? Groups – grupos / Pairs – parejas Draw – Dibuja / Sing - Canta Count – Contar / Big – grande / very good - muy bien / numbers – números / name of numbers 0 to 100 / there is/are – hay / floor – piso / Volunteer – Voluntario / one more – uno mas We are learning to... Estamos aprendiendo I can... Puedo Hoja de trabajo/ worksheet Fruits and animals vocabulary Super Siete: Hay, tiene.
Culture		
OUTCOMES – TARGETED NEW KNOWLEDGE, UNDERSTANDING, AND SKILLS 4Cs INTEGRATED FOCUS AND LANGUAGE TRIPTYCH (Coyle, 2006; Coyle, Hood, & Marsh, 2010)		
Content		Foundation: Represent practical situations to model addition and subtraction (VCMNA073) Grade 1: Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (VCMNA089) Grade 2: They perform simple addition and subtraction calculations, using a range of strategies. (VCMNA107)
Cognition		<ul style="list-style-type: none"> - Use a number line to resolve addition problems - Explain the concept of two or more parts make a whole - Recognize that the addition of two numbers make a bigger number - Represent your own addition stories - Applying basic addition concepts - Apply count on strategy to resolve addition problems
Communication	Language of learning	And – y / Addition – adición / Is – es / How many? - ¿cuántos? / Cognates: total Count on from the biggest number/contar desde el número más grande. Recta numérica: number line Parte y parte
	Language for learning	¿Cuál es el número más grande? ¿Qué número es? ¿Cuánto es 3 y 12 es? Números del 0-100 Vamos a ver un video/ let's watch a video Cantemos todos/let's sing Hacia adelante
	Language through learning	How do you say...? ¿Cómo se dice...? Fruits, animals objects Groups – grupos / Pairs – parejas Draw – Dibuja / Sing - Canta Count – Contar / Big – grande / very good - muy bien / numbers – números / name of numbers 0 to 100 / there is/are – hay / floor – piso / Volunteer – Voluntario / one more – uno mas We are learning to... Estamos aprendiendo I can... Puedo Hoja de trabajo/ worksheet Super Siete: Hay, tiene
Culture		
		Explain to students that question starters in Spanish have an accent. Briefly discuss what an accent is.

Main macroskill(s) focus		- speaking and listening -counting -Mental computations	Main text types used	Flash cards numbers Interactive white board Visual cards to prompt actions	Super 7 poster
Evidence and assessment		<ul style="list-style-type: none"> - Formative assessment during "show time" - Checking for understanding after the mini lesson - Observations when teacher working with targeted groups. - Success Criteria : I can use counting on to solve addition problems I can use number lines to solve addition problems 			
OTHER PLANNING CONSIDERATIONS					
Anticipated challenges and Counter strategies	Linguistic	Some students will still struggle with the addition vocabulary New students and some foundations students are not as familiar with the numbers in the targeted language as students that have been at the school since the beginning of the year.		Teacher to write vocabulary on the IWB Numbers are displayed around the classroom and the lessons starts with a music video to reinforce the name of the numbers and the symbol. Provide scaffolding with lots of repetition lessons starts with a music video to reinforce the name of the numbers and the symbol.	
	Conceptual	Some foundation students can't identify and represent numbers from 0 to 20 in L1. Some students confuse the concept of addition with place value. Eg. 3 and 2 is 32, rather than 3 and 2 is 5. Some students will still struggle with the concept of part and part is a whole. Students have different levels of mathematics. Students do not understand the concept of addition		Teacher to work with targeted leveled group through Newlands Instructional Model while other students are working in groups or individually.	
	Contextual	Some new students find it difficult to follow instructions in Spanish.		Visual cards to prompt actions. Scaffolding and modeling the instructions.	
	Behavioural	Difficult concept to grasp can create students to become disruptive.		Students to make use of the calm box. Praise of positive behaviors. Students to work in pairs.	
Extension work		Extension work varies amongst leveled groups. Example: create addition story with higher numbers.			
PROCEDURE					
Stage and timing	Teacher actions	Teacher language	Student activity	Key notes and resources	
Fluency 5 minutes	Teacher to play and sing along with students the count by two's video.	Vamos a ver un video Cantar todos en grupo. Contamos de dos en dos.	Students to sing chorally and follow the song.	Song count by two's in Spanish	
Check for prior knowledge	Teacher to use some flashcards. Teacher to bring a number up randomly.	¿Qué número es dos más?	Students to say the number that is two more than the one on the flashcard.	Numbered flashcards	

<p>Mini lesson 15 min</p>	<p>Introduce Learning Intention and Success Criteria.</p> <p>Teacher to refer to the accent use in the words qué, número and más Teacher to model how to use the number line.</p> <p>Teacher to bring students to the IWB to find the answer to the addition problem. Use the iPad to roll <u>virtual dice</u>.</p>	<p>¿qué número es? ¿qué número es más grande? # y # es #</p> <p>Hacia adelante</p> <p>Uno más</p>	<p>Students to add numbers from the dice together using the number line as a guide. Count on from the bigger number. Represent the counting with lines skipping in the number line.</p> <p>Students to write the equation next to it.</p>	<p>Interactive White Board Number line projected Super siete poster.</p> 
<p>Independent work 20 min</p>	<p>Teacher to model activity using 6 number dice.</p> <p>Teacher to pair up the students from same level.</p> <p>Teacher to work with students from Level F. Students from level 1 to work with hexagon dice and 10's dice.</p>	<p>Dado Cuenta Escribe Parejas Señala Círculo Cuadrado</p>	<p>Students to use the dice to find out the two numbers in the circle, then use the grid to find the total and write it in the square.</p> <p>Level F: normal dice (2) Level 1: hexagon dice (1) cube ten's dice (1) Level 3 students to make their own number line on their books counting by 10's. Use the bulls eye to find out the two parts. Use strategies to find the total. Represent the number in the number line.</p>	<p>Bulls eye 10's and 100's Dice: normal, hexagon and 10's dice worksheet</p> 
<p>Show time 10 min</p>	<p>Teacher to instruct students to pack up concrete material.</p> <p>Teacher will ask students to show their equations and explain how they found the result.</p>	<p>Guarda Siéntate en el piso Un voluntario</p>	<p>Students are sitting on the floor. Some students will show their work.</p>	<p>Show and tell carpet spot</p>